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ABSTRACT

Suggestions of roles and responsibilities are presented in this booklet designed to assist administrators in the implementation of career education in South Carolina. The first section gives South Carolina's concept of career education. Section 2 outlines the roles of the district superintendent, district coordinator, and school principal in a career education program. Section 3 lists various teacher resource material (films, filmstrips, books, booklets, posters, and kits). The list is organized into those materials available free and those available for a price. The final section lists competency statements and performance criteria for three administrator models for career education: elementary administrator (42 statements); middle or junior high administrator (33 statements); and secondary administrative (34 statements). (JH)

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AN ADMINISTRATOR'S GUIDE

TO

CAREER EDUCATION

South Carolina Department of Education

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CE 021 400

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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South Carolina Department of Education
Office of Vocational Education
Career Education Section
Columbia, South Carolina 29201

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The major responsibility for the assimilation of the content of this booklet was assumed by Jesse A. McCall, Jr., Technical Writer and Educational Research Specialist

PREFACE

This booklet is designed to assist the administrator who is interested in the implementation of career education. Suggestions of role and responsibilities are presented, based on those recommendations voiced by South Carolina's administrators who have participated in career education pilot projects.

The first step necessary to implement career education in the educational setting is to develop and maintain an administrative system that supports and nurtures the growth of career education goals and practices. This system is quickly assimilated and operated by other school personnel because career education occurs only when it is implemented by the people who literally bring it into the classroom. Consequently, it is these people who should be involved from the beginning in administering and developing the program.

In establishing the philosophical base for career education program, the following eight points should be considered:

1. Career education is geared toward all students of all economic, social, and ethnic backgrounds.

2. Career education is incorporated into all levels and disciplines.

3. Career education is concerned with all occupations and professions.

4. Career education includes the community.

5. Career education is life-time education (i.e., from the "womb to the tomb").

6. Career education is aimed at helping each learner to progress educationally and occupationally.

7. Career education is based on the principle of "no rejects" (i.e., it is open to all children).

8. Career education is based on certain values and beliefs:
   a. Every individual is of infinite value.
   b. Every individual is unique.
   c. Every individual has the right to become himself/herself.

The South Carolina Department of Education solicits the interest and support of all facets of the educational community in the infusion into the existing curricula of the tenets inherent in this career education effort. Reactions and recommendations are invited and welcomed.

M. Ellen Tollison
State Consultant
Career Education

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I. CONCEPT

Career Education is a broad concept. Career education, as the name implies, is preparation for work; but it encompasses far more than specific skill development. In a basic sense it is preparation for adult life in our society.

South Carolina's career education approach stresses seven basic elements. These elements: self-awareness, social awareness, decision-making, career awareness, economic awareness, educational awareness, and attitude toward work are all facets of education which profoundly affect the quality of adult life. Young people develop a recognition of themselves as members of various social units and as individuals capable of planning, choosing, and taking action to improve their own social environments. Practice in problem solving and recognition of alternatives enhance students' decision-making skills. Active exploration of the world of work within the community and beyond provides an important date base from which to draw tentative career plans. Instruction in taxation, budgeting, borrowing, saving and other basic monetary skills develop deeper appreciation of economic theory. The need for accountability at the classroom level is met through meaningful elucidation of the relationships between careers and subject areas; between the educational system and the daily routine of work. Finally, the entire system operates to develop within the individual student an appreciation for the basic dignity of work, for the non-monetary as well as monetary rewards involved in the pursuit of a career.

Education in all of the above mentioned areas is unavoidable. It will occur either in the public school system or in the "school of hard knocks." The random, parochial experience of the student offers little to commend itself as a teaching method in these days of specialization and rapidly changing job markets. An ironic combination of modern methods, compulsory education, and protective labor law has effectively isolated the student from the world of work. The pervasiveness of the problem is evident in rapid labor turnover, rising employee training costs, job absenteeism, high youth unemployment, and discouraging school drop-out figures.

Fortunately, a means of combatting the problem does lie within the system. Public education is uniquely suited to provide the information needed and to provide that information in an organized, highly intelligible manner. It cannot be doubted that the public schools are equal to the task. Many schools are successfully implementing career education NOW. How they are doing so is the subject of the following section.

II. ORGANIZATION

The Role of the District Superintendent. . .

Any change in an established system encounters some natural resistance. A clearly sufficient source of authority can do wonders in overcoming that resistance. Therefore, the administrator at the top of the local career education program should be the administrator at the local school system. In other words, the district superintendent must be genuinely and overtly in support of career education. The district superintendent must take advantage of opportunities to present the concepts of career education to local businessmen and educators. The superintendent must strive from the beginning not only to gain general acceptance of the concepts but to engender within the community the willingness and eagerness to lend active support so vital to successful implementation of a career education program.

It is equally important that the ultimate administration of so wide-ranging a program be in the hands of one experienced in the control of disburesement and expenditure of funds. Two critical dangers to any program are over-funding and insufficient funding. Over-funding generates waste and frustration as everyone involved rushes to take advantage of the largess before it is inevitably withdrawn. All too often the resulting hurried and inadequately planned investments in personnel and materials so overburden a program with maintenance costs that a subsequent cut to normal levels of monetary support may result in a disastrous collapse. On the other hand, some funding is absolutely necessary for inservice training of teachers and administrators. In addition, funds for career education-oriented classroom materials and for the salary of at least one additional position at the district level serve to enhance and facilitate the implementation of career education.

As for teaching materials, the source list in Section III of this guide is offered as a starting point. Many free or low-cost sources of teaching materials can be developed within the local business community.

Pre-service training has only recently begun to address the necessities of career education. Meanwhile, one must realize the great demands career education places upon teachers whose own preparation has been lacking in career education and who have frequently experienced little variety of work experience. Intensive inservice training and incentive programs for formal studies in related subject areas must be relied upon to develop the required expertise in the classroom.

The Role of the District Coordinator. . .

The one additional position likely to prove itself necessary is that of district coordinator of career education. A full-scale implementation of career education is more than a district superintendent is likely to manage effectively on top of existing duties. Tasks which can be assumed by the district coordinator include: view of new literature and teaching aids; allocation of materials and equipment; general monitoring of the program in individual schools; scheduling of activities; organization of local resources; and administration of in-service training. Obviously the above duties can constitute a full-time job and more than one district superintendent has identified the district coordinator as an indispensable member of a successful career education team.

A background of experience in both teaching and school administration is invaluable to a district coordinator in that such experience can go far to enhance communications at the school level. A close rapport at the school level is necessary to deal with the continuing concern of administrative balance between the district and the school.

The Role of the School Principal. . .

As previously mentioned, the major responsibility for in-service training of teachers will fall upon the district coordinator. However, the coordinator cannot be in every school at once and much time will be consumed by activities entirely outside the school environs. Thus, the demand for continuous active support and monitoring of the career education program must be met by a local figure of authority, the principal.

The role of the principal is parallel to that of the district superintendent. Mere acceptance of the concepts of career education is insufficient. Consistent, enthusiastic application of career education methods in the classroom is dependent to large degree upon active emphasis by the principal. The principal must take advantage of opportunities to stress the daily incorporation of objectives through curriculum planning sessions, other faculty meetings, PTA functions, and in the course of individual teacher counseling. The temptation for an individual principal to stand aside and let the district coordinator "run the program" is great, but only the person who runs the school can effectively run a school-wide program. It is the principal who must utilize the services of the district coordinator rather than vice versa.

III. TOOLS FOR CAREER EDUCATION

AVAILABLE FREE:

Aviation Career Guides – A set of five booklets on careers in the aviation industry. Includes the following titles:

- Air Worthy – Mechanics and technicians
- Help Mate – Experiences in flying
- Going Up – Career opportunities for commercial pilots
- Mr. Aviation – Career opportunities for airport managers
- Sky School – Career opportunities for flight instructors

Available through: General Aviation Manufacturers Association, Attention: ED-3, 1025 Connecticut Avenue, Northwest, Washington, D. C. 20036.

Banking Kit – Information about bank activities and practice in checkwriting. Classroom quantities available. Contact: Spartanburg Bank and Trust Company, Spartanburg, South Carolina.

Botany as a Profession – Career opportunities in botany. Contact: Botanical Society of America, Dr. Barbara F. Palser, Secretary, Department of Botany, Rutgers University, New Brunswick, New Jersey 08903.

Bread and Butterflies – Instructional television series focusing on career development for the 8 to 12-year old.

A Curriculum Guide for Teachers on Bread and Butterflies. Available through: Office of Instructional Television, South Carolina Department of Education, 205 Rutledge Building, Columbia, South Carolina 29201.

Career Development – Instructional workbook in career education. Available through: Office of Vocational Education, South Carolina Department of Education, 906 Rutledge Building, Columbia, South Carolina 29201.

Career Education – General.

Ideas for Classroom Activities in Career Development – Supplementary booklet. Available through: Office of Vocational Education, South Carolina Department of Education, 906 Rutledge Building, Columbia, South Carolina 29201.

Chamber of Commerce (local). South Carolina Chamber of Commerce, 1002 Calhoun, Columbia, South Carolina 29201.

A free catalog of variety of teaching resources available through Southern Bell. Southern Bell Telephone & Telegraph Co., Inc., Public Relations Department, 1616 Hampton Street, Columbia, South Carolina 29201.

Careers Unlimited – Career opportunities in engineering with emphasis on air-conditioning, heating, refrigeration, and ventilation. Available through: American Society of Heating, Refrigeration, and Air Conditioning Engineers, 345 East 47th Street, New York, New York 10017.

Comic Art – Career opportunities in cartoon drawing and writing. Contact: National Cartoonist Society, Joseph W. Musial, Education Director, 152 Colonial Parkwell, Manasset, Long Island, New York 11030.

FBI Career Opportunities – In-depth look at careers with FBI. Contact: Federal Bureau of Investigation, Department of Justice Building, Washington, D. C. 20535.

Geology: Science and Profession – Booklet offering view of geology as a science and as a career. Available through: American Association of Petroleum Geologists, Post Office Box 979, Tulsa, Oklahoma 74101.

Horticulture: A Rewarding Career – Career opportunities and necessary training for work in horticulture. Up to 25 booklets free. Contact: American Society for Horticultural Science, Post Office Box 109, St. Joseph, Michigan 49085.

It's Fun to Write Letters – Booklet of tips on letter-writing. Contact: Eaton Paper Company, Pittsfield, Massachusetts 01201.

Job Guide for Entry Occupations in South Carolina. Contact: South Carolina Employment Security Commission, Post Office Box 1406, Columbia, South Carolina 29201.

Your Career in Data Processing – Booklet on career opportunities in expanding field of data processing. Contact: Data Processing Management Association, Public Relations Department, 505 Busse Highway, Park Ridge, Illinois 60068.

AVAILABLE FOR A PRICE:

A Career in Ecology – Booklet offered at five cents per copy containing information on career opportunities in ecology. Contact: Ecological Society of America, William C. Ashby, Business Manager, Department of Botany, Southern Illinois University, Carbondale, Illinois 62901.

Activities Ceramics – Book of activities in ceramics, $1.98 per copy.

Silk Screen Printing – Book describing process of silk screen printing and discussing career opportunities, $1.98 per copy. Available through: McKnight Publishing Company, Bloomington, Illinois 61701.

At the Supermarket Set – Kit for teaching arithmetic skills in a career-oriented setting, $34.20 per kit. Contact: MacMillan Publishing Company, Inc., Post Office Box 2472, Church Street Station, New York, New York 10008.

Bricklaying – A Career Opportunity in America's Building Industry – Career opportunities in bricklaying discussed. Contact: Brick Institute of America, Career Pamphlet, Manpower Development, 1750 Old Meadow Road, McLean, Virginia 22101.

Butterick Career Filmstrip Kit – Filmstrips with cassettes describing careers in fashion industry, $128.00 per kit. Available through: Butterick Fashion Marketing Company, Post Office Box 1914, Altoona, Pennsylvania.

Career Education – General:

Stage I Awareness (k-2), $114.00.
Stage II Responding (2-4), $130.00.
Stage III Involvement (4-6), $130.00.
Three kits designed for kindergarten through sixth grade students as a first step in developing career awareness. Emphasis on self, fellows, the environment.

Widening Occupational Roles Kit, $170.00. Aid to examination of occupational roles for students in grades 6-9.

Junior Guidance Series, $11.00. Series of booklets for grades 6-9 which introduces the psychological, social, and economic facets of a career.

Keys: Career Exploration Program, $100.00. Set of 10 filmstrips which enables the senior high school student to research individual career paths by himself.

Complete Set of Transparencies 5-75, $50.00. Teacher aid for use in grades 7-12 which shows how to secure a job, including such procedures as writing letters of application and preparing for personal interview.

Job Experience Kits, $140.00. Kit for grades 8-12 which offers "experience" in several careers.

For the above resources contact: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Careers for Good Writers – Posters showing job descriptions. 1 set, $3.50.

Short Story Writers – Posters showing job descriptions. 1 set, $3.50.

Careers for Good Speakers – Posters showing job descriptions. 1 set, $3.50.

Newspaper Comes to Classroom – Teaching kit, $4.00. Contact: J. Weston Walch, 919 Congress Street, Box 658, Portland, Maine 04104.

Careers in Dental Hygiene – Booklet describing educational requirements and work responsibilities of dental hygienist. Available through: American Dental Hygienists' Association, 211 East Chicago Avenue, Chicago, Illinois 60611.

Career Opportunities in Ceramic Engineering – Booklet offering information on careers in ceramic engineering. Available through: American Ceramic Society, Inc., 65 Ceramic Drive, Columbus, Ohio 43214.

Challenges in Nutrition – Leaflet on careers in nutrition field. Available through: American Institute of Nutrition, Public Information Committee, 9650 Rockville Pike, Bethesda, Maryland 20014.

Health Career Leaflets – Set of 10 leaflets describing health careers.

Health Careers Ruler – Teacher's guide to careers in health geared toward use in elementary grades. A stamped, self-addressed envelope is required.

Help to Grow: Grow to Help – Materials emphasizing health careers such as poster, postcards, etc. Available through: American Hospital Association, Division of Career Information, 840 North Lake Shore Drive, Chicago, Illinois 60611.

King Features Popeye – Booklets at small cost which describe many careers through the comic book character, Popeye. Titles in this series are:

Health Careers
Environmental Careers
Manufacturing Careers
Transportation Careers
Communication and Media Careers
Construction Careers
Marketing and Distribution Careers
Business and Office Careers
Agri-Business & Natural Resources Careers
Marine Science Careers
Public Service Careers
Personal Service Careers
Hospitality and Recreating Careers
Fine Arts and Humanities Careers
Consumer and Homemaking Related Careers

Available through: King Features, Post Office Box 9343, Church Street Station, New York, New York 10249.

The Teacher's Role in Career Development, $1.90, Code No. 308 – Booklet discussing role of teacher in career education. Available through: American Personnel and Guidance Association, 1067 New Hampshire Avenue, Northwest, Washington, D. C. 20009.

The following are addresses of organizations which can provide a staggering amount of material at a variety of prices. A request (under appropriate letterhead) should attract enough brochures, price lists, catalogs, and order blanks to keep even an extremely frugal shopper busy for weeks. The source list is not intended to be exhaustive, but all those listed here have previously supplied school districts in South Carolina with useful materials.

Coronet Instructional Media
Division of Esquire, Inc.
65 E. South Water Street
Chicago, Illinois 60601

David C. Cook Publishing Company
850 N. Grove Avenue
Elgin, Illinois 60120

Educational Development Corporation
202 Lake Miriam Drive
Lakeland, Florida 33803

Educational Dimensions Corporation
25-60 Francis Lewis Boulevard
Flushing, New York 11358

Educational Reading Services, Inc.
Audio-Visual Division
320 Route 17
Mahwah, New Jersey 07430

Educational Research, Incorporated
1814 N. Fort Meyer Drive
Suite 1012
Arlington, Virginia 22209

Educational Sensory Programming
Jonesboro, Arkansas

Follett Educational Corporation
1010 W. Washington Boulevard
Chicago, Illinois 60607

Freeman, Westover, and Willis
Children's Press
1224 W. VanBurean
Chicago, Illinois 60607

Imperial Film Company
Learning Resources Division
Educational Development Corporation
202 Lake Miriam Drive
Lakeland, Florida 33803

I P D Publishing Company, Inc.
461 Park Avenue, South
New York, New York 10016

J. Weston Walch, Publisher
Box 1975
Portland, Maine 04104

McGraw Hill Continuing Education Company
3224 16th Street, N.W.
Washington, D. C. 20010

Miller-Brody Productions, Inc.
342 Madison Avenue
New York, New York 10017

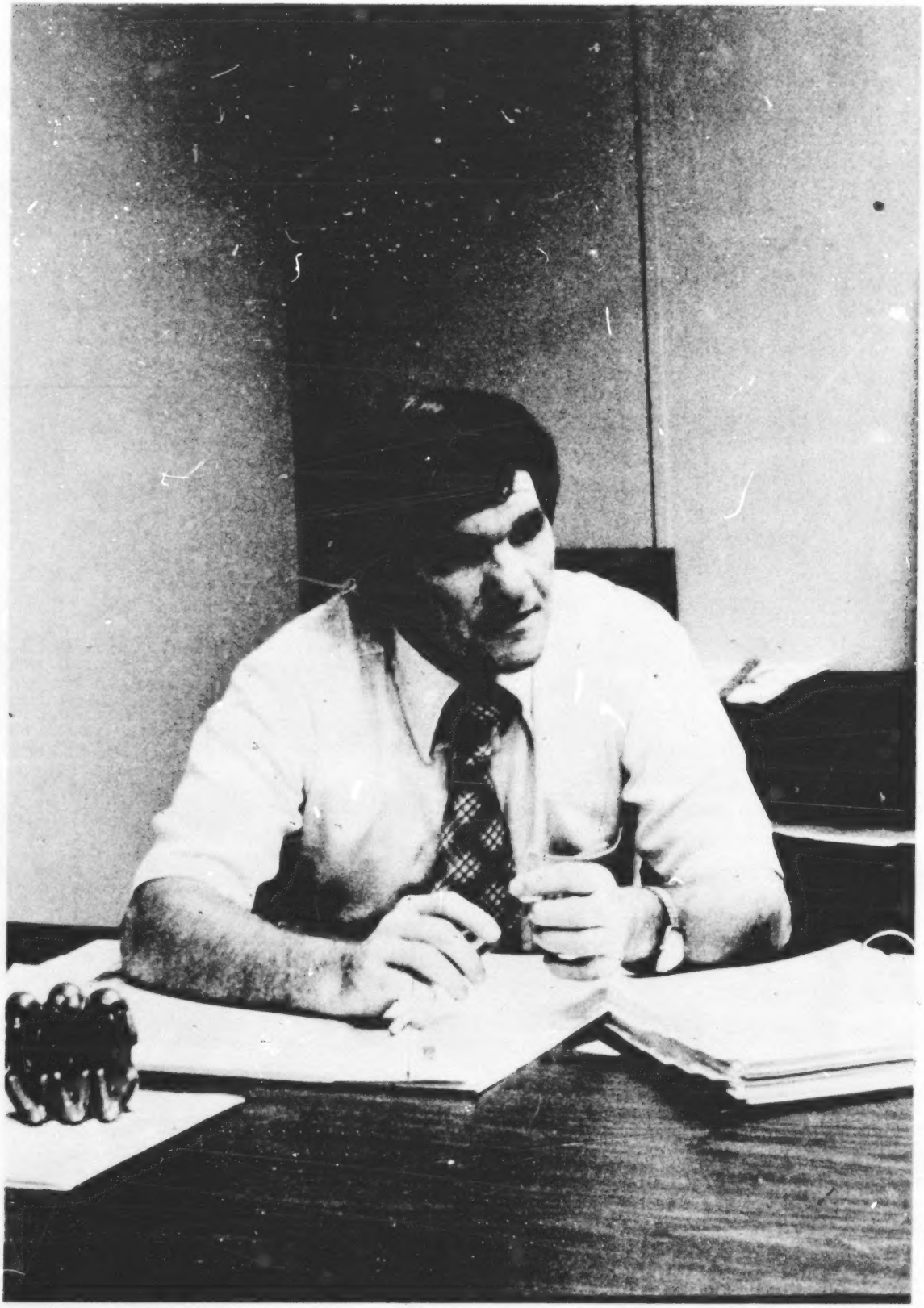
Milton Bradley Company
443 Slaker Road
East Longmeadow, Massachusetts 01028

Random House
201 E 50th Street
New York, New York 10022

Singer Society for Visual Education, Inc.
Division of the Singer Company
1345 Diversey Parkway
Chicago, Illinois 60614

The Instructors Publications, Inc.
17310 Gilmore Street
Van Nuys, California 91406

Troll Associates
320 Route 17
Mahwah, New Jersey 07430



IV. COMPETENCY STATEMENTS AND PERFORMANCE CRITERIA

The University of Michigan conducted a federally funded project entitled "Career Education Personnel Model." The primary goal of this work, co-directed by John T. Odbert and Eugene E. Trotter, was to identify teacher and administrator competencies unique to the implementation of career education in the classroom.

The following section was extracted from the Final Report produced by the Michigan Project. Certain modifications have been made, wherever appropriate, in order to correlate these findings with South Carolina's unique situation.

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ELEMENTARY ADMINISTRATOR MODEL

Below are listed the 42 competency statements and performance criteria.

1. Involve teachers in refocusing and refining the current instructional programs.
   a. Identify interested teachers to serve as leaders.
   b. Provide release time for refocusing and refining the current instructional programs.
   c. Provide consultative services, whenever necessary.
   d. Be supportive of innovative ideas and suggestions.
   e. Encourage teachers to prepare career education goals and objectives for various grade levels.

2. Evaluate career oriented curriculum.
   a. Utilize student feedback.
   b. Encourage teachers to correlate student performances with the goals and objectives of the curriculum.
   c. Encourage the evaluation of the daily lesson plans on a daily basis.
   d. Encourage the teachers to implement these daily comments when revising the career oriented curriculum.

3. Sell career education to community.
   a. Identify interested educational personnel.
   b. Utilize career education consultants and/or teachers.
   c. Utilize parent-student conferences.
   d. Utilize speaking engagements.

4. Promote student self evaluation.
   a. Provide an open and honest atmosphere for student learning.
   b. Encourage teachers to develop instructional units pertaining to self image.
   c. Encourage counselors to counsel students in developing student self image.
   d. Encourage students to question their own actions.

5. Publicize career education in the community.
   a. Publish articles in the local newspapers.
   b. Publish articles in the local school newspapers.
   c. Sponsor parent-student conferences.
   d. Promote school-community activities.
   e. Attend open house at the school.
   f. Speak at civic organizations.

6. Establish student feedback systems.
   a. Provide an open and honest learning environment.
   b. Encourage educational personnel to counsel students in a non-threatening manner.
   c. Evaluate what students say, be it oral or written, as it pertains to their goals and objectives.
   d. Follow-up on graduates.
   e. Encourage teachers to use daily evaluative techniques.

7. Use pre- and post-assessment techniques.
   a. Encourage teachers to utilize these techniques in evaluation of their instruction.
   b. Encourage teachers and counselors to utilize them in evaluation of self awareness learning activities.
   c. Encourage teachers to utilize them in evaluation of career awareness learning activities.

8. Utilize a career education accountability model (molding it to unique situation).
   a. Use the model as a basis for developing a career education rationale for the local school system.
   b. Use the model as a basis for planning career education goals and objectives for the local school system.
   c. Use the model for direction in planning instruction for the various grade levels.
   d. Use the model for direction in planning learning activities for the various grade levels.

9. Utilize career education inservice training.
   a. Help develop career education goals and objectives for the local school system.
   b. Encourage teachers to develop instructional units pertaining to self and career awareness.
   c. Encourage counselors to assist, in small group counseling, in developing self awareness and career awareness learning activities.
   d. Assist in planning and implementing school-wide activities pertaining to career awareness.

10. Practice a career education philosophy.
    a. Be aware of the implications of career education components pertaining to the entire education of the individual student.

b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
c. Encourage teachers to provide activity oriented learning experiences in an attempt to provide self awareness and career awareness experiences for the students.

11. Design optimum career learning environments.
a. Provide an open and honest atmosphere for student learning.
b. Counsel students in a non-threatening manner.
c. Assist in determining the students' needs and interests.
d. Encourage teachers to design learning activities to meet those needs and interests.

12. Develop a career education rationale.
a. Indicate that career education makes students more aware of themselves and their potential.
b. Indicate that career education makes students aware of various careers available to them.
c. Indicate that career education teaches problem solving skills.
d. Indicate that career education teaches decision making skills.
e. Indicate that career education teaches human relations skills.

13. Define career education concept.
a. Include the career awareness needs of the students and how they relate to the careers in the community.
b. Include the awareness components for a total life style and how their relationship correlates to the needs of the students.
c. Include awareness experiences which pertain to the various kinds of occupations.

14. Evaluate career education programs.
a. Utilize an advisory council consisting of lay community members.
b. Utilize pre- and post-assessment techniques pertaining to student performance and student attitude change.
c. Determine the student drop-out rate in the school system over a given period of time.
d. Determine the student placement rate over a period of time.
e. Analyze components of the work force in the community.

15. Plan career oriented instructional facilities.
a. Provide an open and honest atmosphere for student learning.
b. Encourage involvement from parents and businessmen concerning advice and implementation assistance.
c. Encourage teachers to plan and implement self learning centers for student learning.
d. Provide references relevant to the students' needs and interests.

16. Provide active career education leadership.
a. Identify educational personnel interested in career education.
b. Assist in defining career education for the local school system.
c. Support teachers in planning career oriented instructional facilities.
d. Encourage teachers to develop units of career oriented instruction emphasizing "hands-on" learning activities.
e. Serve as speaker at community activities.

17. Utilize parent organizations.
a. Utilize members to serve as career oriented resource people.
b. Utilize members as teacher aides.
c. Utilize members to assist with field trips.
d. Utilize members or groups of members in publicizing local career education activities.

18. Recruit career oriented staff, if possible and if necessary.
a. Contact appropriate placement agencies.
b. Determine candidate's attitude toward career education.
c. Determine candidate's world of work experience in careers other than education.
d. Determine candidate's open classroom management ability.
e. Determine if candidate can work with present education staff.

19. Use community people as career education resource personnel.
a. Contact intermediate school district personnel.
b. Ask parents to explain their occupations.
c. Ask businessmen to explain their occupations.
d. Ask resource people to stress the importance of good human relations.
e. Encourage resource people to use simulation techniques for more effective student awareness of the various careers in the community.

20. Utilize instructional feedback information.
    a. Encourage educational personnel to utilize this information, be it brochures or a computerized printout, in small interest group teaching or counseling.
    b. Encourage students to browse through this material at their leisure in a learning center.
    c. Encourage teachers to integrate this information with instructional units designed for self awareness and career awareness.

21. Involve parent organizations in instructional evaluation.
    a. Utilize members to brainstorm methods of evaluating instruction.
    b. Utilize members to assist as teacher aides and solicit their opinion of the instruction periodically.
    c. Utilize members to assist in observing students' attitudes toward the instruction.

22. Promote student's acceptance of responsibility.
    a. Provide an open and honest atmosphere for student learning.
    b. Encourage teachers to design learning experiences with several choices of activities available to the student.
    c. Encourage educational personnel to allow the students to decide what they can accomplish.
    d. Encourage the use of positive reinforcement techniques.

23. Utilize career oriented materials, whenever available.
    a. Introduce careers within various occupational areas to all educational personnel.
    b. Encourage teachers to allow students to develop their own career oriented materials packet.
    c. Encourage students to browse through materials in the classroom, library, or learning center.
    d. Encourage teachers to integrate career materials into existing materials.
    e. Encourage students and teachers to make displays utilizing these materials.

24. Develop interpersonal skills.
    a. Use commerical resource materials to promote interpersonal skills if available.
    b. Encourage all educational personnel to set a good example.
    c. Provide an open and honest atmosphere for student learning.
    d. Encourage teachers to design student learning activities which require the use of good interpersonal skills.

25. Utilize decision making components.
    a. Encourage all educational personnel to assist students in discussing their personal values and beliefs.
    b. Encourage all educational personnel to assist students in becoming aware of the wide range of available careers.
    c. Encourage students to assess where they have been and where they want to go as it pertains to the various careers.

26. Establish career education performance standards.
    a. Examine the stated career education goals and objectives for the school system as well as for each grade level.
    b. Assist teachers in developing instruction to meet the stated goals and objectives.
    c. Assist teachers in developing instructional performance objectives for student learning within each grade level.

27. Write teacher selection criteria (for those persons to be designated as leaders).
    a. Base selection criteria on the stated career education goals and objectives for the school system.
    b. Include attitude toward career education.
    c. Include amount of world of work experience.
    d. Include ability to manage classroom activity.
    e. Include ability to work with present educational staff.

28. Identify potential drop-outs.
    a. Observe student performance.
    b. Talk with teachers and counselors.
    c. Counsel with individual students as to motivation and attitude.
    d. Utilize parent-student conferences.
    e. Evaluate results from standardized tests.

29. Identify career oriented consultant services.
    a. Contact intermediate school district personnel.
    b. Contact state education personnel.
    c. Contact university personnel.
    d. Contact personnel from other local school districts.

30. Establish career education priorities.
    a. Utilize advisory council consisting of lay community members.
    b. Determine the career education needs of the students.
    c. Determine the manpower needs of the community.
    d. Examine the career education goals and objectives of the local school system.
    e. Encourage teachers to develop career

education instruction and learning activities based on these needs and stated objectives and then infuse these components into the existing classroom instruction.

31. Promote student creativity.
    a. Provide an open and honest atmosphere for student learning.
    b. Treat students as responsible people.
    c. Implement flexible schedules for teachers and students.
    d. Encourage teachers to develop learning activities which will allow students to be venturesome and open to self awareness and career awareness experiences.

32. Disseminate local career education activities.
    a. Write articles in professional journals.
    b. Participate in activities sponsored by professional organizations.
    c. Write articles in newspapers.
    d. Cooperate with the local career education planning district.
    e. Utilize parent-student conferences.
    f. Inform the state educational agency of activities.

33. List decision making components.
    a. Where have I been?
    b. Where am I presently?
    c. Where am I going?
    d. How am I going to get there?

34. Utilize program review committees.
    a. Evaluate goals and objectives for each grade level.
    b. Evaluate present career education units for each grade level.
    c. Evaluate results from student progress evaluative techniques.
    d. Make recommendations on program alterations.

35. Participate in professional education organizations.
    a. Read journals from professional education organizations.
    b. Write articles for journals pertaining to local career education activities.
    c. Attend seminars sponsored by the professional organizations.
    d. Serve as a career education resource person at conferences sponsored by the professional organizations.
    e. Serve as a planning committee member emphasizing career education.

36. Expand world of work experience.
    a. Talk to resource people in the community.
    b. Go on field trips or tours.
    c. Listen to resource people in the classroom.
    d. Utilize summer employment.
    e. Participate in civic organizations.
    f. Attend university graduate classes designed to expand world of work experiences.

37. Implement self learning centers.
    a. Ask for involvement from parents and businessmen concerning advice and implementation assistance.
    b. Plan the centers to meet the career awareness and self awareness needs of the students.
    c. Evaluate the self learning centers in other schools.
    d. Set up problem solving self learning centers.
    e. Encourage teachers to evaluate student performance periodically at each center.

38. Utilize individualized motivational systems.
    a. Determine the students' likes and dislikes.
    b. Encourage teachers to design individualized instructional units oriented for student self awareness and career awareness.
    c. Utilize individualized learning contracts in the upper elementary grades.
    d. Encourage the use of positive reinforcement techniques.

39. Provide student awareness experiences.
    a. Utilize resource people from the community.
    b. Encourage the use of role playing in the classroom.
    c. Encourage the use of simulation techniques in the classroom.
    d. Encourage the use of field trips.
    e. Encourage teachers to design activity oriented instruction pertaining to careers in the various occupational areas.
    f. Utilize audio-visual materials.

40. Write career education goals.
    a. Contact intermediate school district personnel.
    b. Utilize an advisory council consisting of lay community members.
    c. Determine the self awareness and career awareness needs of the students.
    d. Determine the manpower needs of the community.
    e. Develop goals and objectives based on these needs.

41. Design career education skill programs.
    a. Encourage teachers to design

individualized instruction that requires the student to participate in "hands-on" learning experiences.

b. Simulate practical application of skills in the classroom.

c. Utilize resource people that emphasize the relationship of skills to subject matter theory.

d. Require students to apply skills to subject matter skills at the self learning centers.

42. Design life oriented programs.

a. Encourage all educational personnel to promote all areas of total life for the students.

b. Provide education in decision making and problem solving skills within the self awareness and career awareness learning activities.

c. Encourage all educational personnel to provide educational programs to include each segment of society of the community.

MIDDLE OR JUNIOR HIGH ADMINISTRATOR MODEL

Below are listed the 33 competency statements and performance criteria.

1. Design optimum career learning environments.
   a. Provide an open and honest atmosphere for student learning.
   b. Counsel students in a non-threatening manner.
   c. Assist in determining the students' needs and interests.
   d. Encourage teachers to design learning activities to meet these needs and interests.
   e. Provide flexible scheduling.

2. Involve teachers in refocusing and refining the current instructional programs.
   a. Contact intermediate school district personnel.
   b. Provide release time for revising instructional programs.
   c. Identify interested teachers.
   d. Be supportive of innovative ideas and suggestions.
   e. Encourage teachers to prepare career education goals and objectives for various grade levels or departments.

3. Utilize career education inservice training.
   a. Help develop career education goals and objectives for the local school system.
   b. Encourage teachers to develop instructional units pertaining to self awareness and career awareness.
   c. Encourage counselors to assist, in small group counseling, in developing self awareness and career exploration experiences.
   d. Assist in planning and implementing school-wide activities pertaining to career exploration.

4. Use community people as career education resource personnel.
   a. Contact intermediate school district personnel.
   b. Ask parents to explain their occupations.
   c. Ask businessmen to explain their occupations.
   d. Ask resource people to stress the importance of good human relations.
   e. Encourage resource people to use simulation techniques when talking to the class.
   f. Ask businessmen to allow students to observe the operation of their occupation for a short period of time.

5. Define career education concept.
   a. Evaluate the career education needs of the students.
   b. Evaluate the entire community manpower needs.
   c. Work with other educational personnel to determine what educational components are needed to correlate the student needs with the needs of the working society.

6. Promote student creativity.
   a. Provide an open and honest atmosphere for student learning.
   b. Use positive reinforcement techniques.
   c. Encourage teachers to develop instruction which will allow students to be venturesome and open to self awareness and career exploration.
   d. Provide flexible scheduling.

7. Provide active career education leadership.
   a. Identify educational personnel interested in career education.
   b. Assist in defining career education for the local school system.
   c. Support teachers in planning career oriented instructional facilities.
   d. Encourage teachers to develop units of career oriented instruction emphasizing "hands-on" learning activities.
   e. Serve as speaker at community activities.

8. Evaluate career oriented curriculum.
   a. Utilize student feedback.
   b. Encourage teachers to correlate student performances with the goals and objectives of the curriculum.
   c. Encourage the evaluation of the daily lesson plans on a daily basis.
   d. Encourage the teachers to implement these daily comments when revising the career oriented curriculum.

9. Practice a career education philosophy.
   a. Be aware of the implications of career education components pertaining to the entire education of the individual student.
   b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
   c. Encourage teachers to provide activity oriented learning experiences in an attempt to provide self awareness and career exploration experiences for the student.

10. Develop interpersonal skills.

a. Use commercial resource materials to promote interpersonal skills, if available.
b. Encourage all educational personnel to set a good example.
c. Provide an open and honest atmosphere for student learning.
d. Encourage teachers to design student learning activities which require the use of good interpersonal skills.

11. Provide student awareness activities.
a. Invite parents to the classroom to explain their occupations to the class.
b. Invite businessmen to the classroom to explain their business to the class.
c. Promote the use of field trips.
d. Place students in the community for a short period of time to observe individual businesses.
e. Promote the use of audio visual materials.

12. Promote student self-evaluation.
a. Provide an open and honest atmosphere for student learning.
b. Discuss with the student where they have been and where they appear to be presently as it pertains to self awareness and career exploration.
c. Make them aware of their apparent strengths as they pertain to various career options.
d. Encourage students to question themselves in a non-threatening self learning atmosphere.
e. Assist students in planning short range career goals and objectives.

13. Expand world of work experience.
a. Talk to resource people in the community.
b. Go on field trips or tours.
c. Listen to resource people in the classroom.
d. Utilize summer employment.
e. Participate in civic organizations.
f. Attend university graduate classes designed to expand world of work experiences.

14. Establish student feedback systems.
a. Provide an open and honest environment for student learning.
b. Evaluate how students respond, be it oral or written, as it pertains to self awareness and career exploration.
c. Encourage team teachers to use daily evaluative techniques.
d. Encourage teacher to discuss with students the major components of the occupations after they return from observing businesses of interest in the community.

15. Publicize career education in the community.
a. Publish articles in the local newspaper.
b. Publish articles in the school newspaper.
c. Sponsor parent-student conferences.
d. Promote school-community activities.
e. Sponsor the open house at the school.
f. Speak at civic organizations.

16. Evaluate career education programs.
a. Utilize an advisory council consisting of lay community members.
b. Utilize pre- and post-assessment techniques.
c. Determine the student drop-out rate in the school system over a period of time.
d. Determine the student placement rate over a period of time.
e. Analyze components of the work force in the community.

17. Utilize individualized motivational systems.
a. Encourage teachers to make arrangements for students to observe businesses of individual interest in the community.
b. Encourage student input when teachers design individualized instructional units for students to explore careers in various occupational areas.
c. Promote the use of open classroom discussion especially after students have returned from observing businesses of individualized interest in the community.
d. Assist students in determining the needed components to meet their career goals.

18. Design optimum career learning environments.
a. Provide an open and honest atmosphere for student learning.
b. Counsel students in a non-threatening manner.
c. Assist in determining the students' needs and interests.
d. Encourage teachers to design learning activities to meet those needs and interests.

19. Develop a career education rationale.
a. Indicate that career education makes students aware of themselves and their potential.
b. Indicate that career education allows students to explore various careers available to them.
c. Indicate that low skill entry jobs are not in demand.
d. Indicate that career education requires teaching in reality.

20. Design life oriented programs.
a. Encourage all educational personnel to promote all areas of total life for the students.

b. Provide education in decision making and problem solving skills within the self awareness and career exploration learning activities.
c. Encourage all educational personnel to provide educational programs to include each segment of society of the community.

21. Recruit career oriented staff, if possible and if necessary.
a. Contact appropriate placement agencies.
b. Determine candidate's attitude toward career education.
c. Determine candidate's world of work experience in careers other than education.
d. Determine candidate's open classroom management ability.
e. Determine if candidate can work with present educational staff.

22. Utilize parent organizations.
a. Utilize members to serve as career oriented resource people.
b. Utilize members as teacher aides.
c. Utilize members to assist with field trips.
d. Utilize members or groups of members in publicizing local career education activities.

23. Monitor economic trends.
a. Utilize information for more effective counseling.
b. Utilize information for more relevant program planning and revision.
c. Utilize information for more relevant career education curriculum construction.

24. Plan career oriented instructional facilities.
a. Provide an open and honest atmosphere for student learning.
b. Encourage involvement from parents and businessmen concerning advice and implementation assistance.
c. Encourage teachers to plan and implement self-learning centers for student learning.
d. Encourage the use of instructional facilities located in the community.

25. Establish career education priorities.
a. Determine the career education needs of the students.
b. Determine the manpower needs of the community.
c. Examine the career education goals and objectives of the local school system.
d. Encourage teachers to develop career education instruction and learning activities based on these needs and stated objectives and thus infuse these components into the existing classroom instruction.

26. Identify potential drop-outs.
a. Observe student performance.
b. Talk with teachers and counselors.
c. Counsel with individual students as to motivation and attitude.
d. Utilize parent-student conferences.
e. Evaluate results from standardized tests.

27. Develop long range career education plans.
a. Encourage all educational personnel to believe in the merits of career education.
b. Determine the career needs of the students.
c. Determine the projected manpower needs of the local community, state, and nation.
d. Work with all educational personnel to determine the goals and objectives pertinent to the local school district for periods of five years and ten years.

28. Identify career oriented consultant services.
a. Contact intermediate school district personnel.
b. Contact state education personnel.
c. Contact university personnel.
d. Contact personnel from other local school districts.

29. Disseminate information about local career education activities.
a. Write articles in professional journals.
b. Participate in activities sponsored by professional organizations.
c. Write articles in newspapers.
d. Cooperate with the local career education planning district.
e. Utilize parent-student conferences.
f. Inform the state educational agency of activities.

30. Establish career education performance standards.
a. Examine the stated career education goals and objectives for the local school system as well as for each grade level or department.
b. Assist teachers in developing instruction to meet the stated goals and objectives.
c. Assist teachers in developing instructional performance objectives for student learning within each grade level.

31. Use pre- and post-assessment techniques.
a. Encourage teachers to utilize these techniques in evaluation of instruction.
b. Encourage teachers to utilize them in evaluation of classroom learning activities.
c. Encourage teachers and counselors to utilize them in evaluation of community based learning activities.
d. Utilize this information in career education program planning or program revision.

32. Utilize career oriented materials, if available.
    a. Introduce careers within various occupational areas to all educational personnel.
    b. Encourage teachers to allow students to develop their own career oriented materials packet.
    c. Encourage students to browse through materials in the classroom, library, or learning center.
    d. Encourage teachers to integrate career materials into existing materials.
    e. Encourage students and teachers to make displays utilizing these materials.

33. Utilize classroom management techniques.
    a. Illustrate to teachers what can be done in the classroom.
    b. Illustrate budgetary procedures to the teachers.
    c. Provide flexibility in management procedures.
    d. Make a follow-up periodically with the teacher.

SECONDARY ADMINISTRATOR MODEL

Below are listed the 34 competency statements and performance criteria.

1. Utilize career education inservice training.
   a. Help develop career education goals and objectives for the local school system.
   b. Encourage teachers to devleop instructional units pertaining to career preparation.
   c. Encourage counselors to assist, in small groups or one-to-one counseling, in career preparation goals and objectives.
   d. Assist in planning and implementing school-wide activities pertaining to career preparation.

2. Utilize individualized motivational systems.
   a. Provide an open and honest atmosphere for student learning.
   b. Encourage teachers to utilize the learning contract concept.
   c. Encourage teachers to include student input when planning activity oriented individualized instructional units.
   d. Encourage teachers to integrate performance objectives in the instruction.
   e. Encourage students to enroll in cooperative education programs.

3. Involve teachers in refocusing and refining instructional programs.
   a. Contact intermediate school district personnel.
   b. Provide release time for refocusing and refining instructional programs.
   c. Identify interested teachers.
   d. Be supportive of innovative ideas and suggestions.
   e. Encourage teachers to prepare career education goals and objectives for various grade levels or departments.

4. Establish student feedback systems.
   a. Provide an open and honest atmosphere for student learning.
   b. Evaluate how students respond, be it oral or written, as it pertains to career preparation.
   c. Utilize pre- and post-assessment techniques.
   d. Utilize parent-student conferences.
   e. Encourage team teachers to evaluate student response daily.
   f. Observe how students respond in student organizations.
   g. Implement a student advisory committee.

5. Provide active career education leadership.
   a. Identify educational personnel interested in career education.
   b. Assist in defining career education for the local school system.
   c. Support teachers in planning career oriented instructional facilities.
   d. Encourage teachers to develop units of career oriented instruction emphasizing "hands-on" learning activities.
   e. Serve as speaker at community activities.

6. Practice a career education philosophy.
   a. Be aware of the implications of career education components pertaining to the entire education of the individual student.
   b. Cooperate with all educational personnel in achieving the local goals and objectives of career education.
   c. Encourage teachers to provide "hands-on" learning activities in an attempt to provide career preparation experiences.

7. Utilize career oriented materials, if available.
   a. Introduce the wide range of careers to all educational personnel.
   b. Encourage teachers to allow students to develop their own career oriented materials packet.
   c. Encourage students to browse through materials in the classroom, library, or learning center.
   d. Encourage teachers to integrate career materials into existing materials.
   e. Encourage students and teachers to make displays utilizing these materials.

8. Monitor economic trends.
   a. Utilize information for more effective counseling.
   b. Utilize information for more relevant program planning and revision.
   c. Utilize information for more relevant career education curriculum construction.

9. Establish career education priorities.
   a. Determine the career education needs of the students.
   b. Determine the manpower needs of the community.
   c. Examine the career education goals and objectives of the local school system.
   d. Encourage teachers to develop career education instruction and learning activities based on stated objectives and thus infuse these components into the existing instruction.

10. Evaluate career education programs.
    a. Utilize an advisory council consisting of lay community members.
    b. Utilize pre- and post-assessment techniques.
    c. Determine the student drop-out rate in the school system over a period of time.
    d. Determine the student placement rate over a period of time.
    e. Analyze components of the work force in the community.

11. Promote students' acceptance of responsibility.
    a. Provide an open and honest atmosphere for student learning.
    b. Treat students as responsible people.
    c. Encourage teachers to design learning experiences with several choices of activities available to the student.
    d. Encourage teachers to utilize the contract learning concept in teaching.
    e. Encourage cooperative education supervisors to expect promptness and the acceptance of responsibility.

12. Recruit career oriented staff, if possible and if necessary.
    a. Contact appropriate placement agencies.
    b. Determine candidate's attitude toward career education.
    c. Determine candidate's world of work experience in careers other than education.
    d. Determine candidate's open classroom management ability.
    e. Determine if candidate can work with present educational staff.

13. Use community people as career education resource people.
    a. Ask parents to discuss their occupations with the class.
    b. Ask businessmen to discuss their occupations with the class.
    c. Involve businesses as on-the-job training stations.
    d. Involve people from the community groups; i.e., senior citizens, to assist as teacher aides and discuss their area of expertise.

14. Promote student self evaluation.
    a. Provide an open and honest atmosphere for student learning.
    b. Discuss with the students where they have been, where they are, and where they would like to go in the future as it pertains to career preparation.
    c. Make them aware of their own apparent strengths as they pertain to various career options.
    d. Encourage students to question themselves in a non-threatening self-learning atmosphere.
    e. Assist students in planning short range and long range career goals and objectives.

15. Design optimum career learning environments.
    a. Provide an open and honest atmosphere for student learning.
    b. Encourage teachers to plan with students individualized instructional units which provide experiences for career preparation.
    c. Assist in motivating the student into a career that correlates with his/her interest and ability.
    d. Encourage teachers to plan learning experiences relevant to each student's needs.
    e. Encourage students to enroll in cooperative education programs.

16. Write career education goals.
    a. Contact intermediate school district personnel.
    b. Utilize an advisory council consisting of lay community members.
    c. Determine the career preparation needs of the students.
    d. Determine the manpower needs of the community.
    e. Develop goals and objectives based on these needs.

17. Develop interpersonal skills.
    a. Use commercial resource materials to promote interpersonal skills, if available.
    b. Encourage all educational personnel to set a good example.
    c. Provide an open and honest atmosphere for student learning.
    d. Encourage teachers to design student learning activities which require the use of good interpersonal skills.
    e. Encourage supervisors of students placed in on-the-job training stations to emphasize the use of good interpersonal skills.

18. Utilize career education accountability model (molding it to the unique situation).
    a. Use the model as a basis for developing a career education rationale for the local school system.
    b. Use the model as a basis for planning career education goals and objectives for the local school system.
    c. Use the model for direction in planning instruction.
    d. Use the model for direction in planning student learning activities.

19. Provide student awareness experiences.
    a. Invite people from the community to talk to classes about their occupations.
    b. Encourage students to enroll in cooperative education programs.
    c. Encourage teachers and supervisors to list relevant tasks to be performed by students while participating in the placement segment of cooperative education.
    d. Provide career activities for small interest groups.
    e. Provide flexible scheduling.

20. Coordinate student placement services.
    a. Assess the student's career interests and needs.
    b. Cooperate with the cooperative education coordinator (or counterpart) in securing placement stations that will meet these career interests and needs.
    c. Encourage teachers to develop related classroom instruction for students relevant to their needs while out on placement.
    d. Evaluate the placement services periodically.
    e. Support the aspect of student job placement services upon graduation.

21. Utilize decision making components.
    a. Counsel students about their personal values.
    b. Counsel students about various career options available to them.
    c. Encourage students to make decisions pertaining to career options that correlate with their personal values.
    d. Assist students in evaluating career alternatives periodically.

22. Monitor societal trends.
    a. Utilize information more effectively to meet the needs and interests of students representing each segment of society.
    b. Talk to university.
    c. Talk to community college personnel.
    d. Talk to intermediate school district personnel.

23. Sell career education to the community.
    a. Identify interested educational personnel.
    b. Utilize career education consultants.
    c. Utilize parent-student conferences.
    d. Utilize speaking engagements.

24. Identify school's role in student placement.
    a. Encourage all educational personnel to be supportive of the concept.
    b. Utilize an advisory council consisting of lay members from the community.
    c. Utilize input from employers in the community.
    d. Utilize input from students.
    e. Utilize input from university personnel.

25. Identify cooperative education function.
    a. Participate in inservice training sessions.
    b. Attend university graduate classes.
    c. Counsel with students, especially at the lower secondary level, about how cooperative education can provide career preparation experiences.
    d. Encourage the cooperative education teacher to plan related cooperative education instruction to meet the needs of students.

26. Use pre- and post-assessment techniques.
    a. Encourage teachers to utilize their techniques in evaluation of instruction.
    b. Encourage teachers to utilize them in evaluation of classroom learning activities.
    c. Encourage teachers and counselors to utilize them in evaluation of community based learning activities.
    d. Utilize this information in career education programs planning or program revision.

27. Monitor educational trends.
    a. Utilize this information to more effectively meet the needs and interests of students.
    b. Talk to university personnel.
    c. Talk to community college personnel.
    d. Talk to intermediate school district personnel.

28. Publicize career education in the community.
    a. Publish articles in the local newspaper.
    b. Publish articles in the school newspaper.
    c. Sponsor parent-student conferences.
    d. Promote school-community activities.
    e. Sponsor open houses at the school.
    f. Speak at civic organizations.

29. Disseminate local career education activities.
    a. Write articles in professional journals.
    b. Participate in activities sponsored by professional organizations.
    c. Write articles in newspapers.
    d. Cooperate with the local career education planning district.
    e. Utilize parent-student conferences.
    f. Inform the state educational agency of activities.

30. Design career education skill programs.
    a. Encourage teachers to design learning contracts which require the students to demonstrate an acceptable degree of competency pertaining to career entry level skills.
    b. Encourage the simulation of practical

application of skills in the classroom.

c. Assist in designing the training agreement with teacher, student, and employer to be used by student on placement that requires the student to demonstrate an acceptable degree of competency in technical skills as well as human relation skill.

d. Encourage teachers to require students to apply skills to subject matter theory.

31. Identify area skill center function.
    a. Participate in inservice training sessions.
    b. Attend university graduate classes.
    c. Talk with guidance counselor(s) from the area skill center.
    d. Discuss with students how this function can provide career preparation experiences.

32. Describe career education delivery systems.
    a. Contact intermediate school district personnel.
    b. Contact career education planning district personnel.
    c. Contact university personnel.
    d. Illustrate how each component of career education is being emphasized and utilized to the benefit of each individual student in the school system.
    e. Illustrate how each component of career education is being emphasized to the benefit of the local community.

33. Identify career education legal aspects.
    a. Contact the attorney for the local board of education.
    b. Contact personnel at the intermediate school district.
    c. Contact state education personnel.
    d. Contact university personnel.
    e. Attend university graduate classes.

34. Define career education concept.
    a. Evaluate the career education needs of the students.
    b. Evaluate the entire community manpower needs.
    c. Work with all educational personnel to determine what educational components are needed to match the students' needs with the needs of the working society.

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